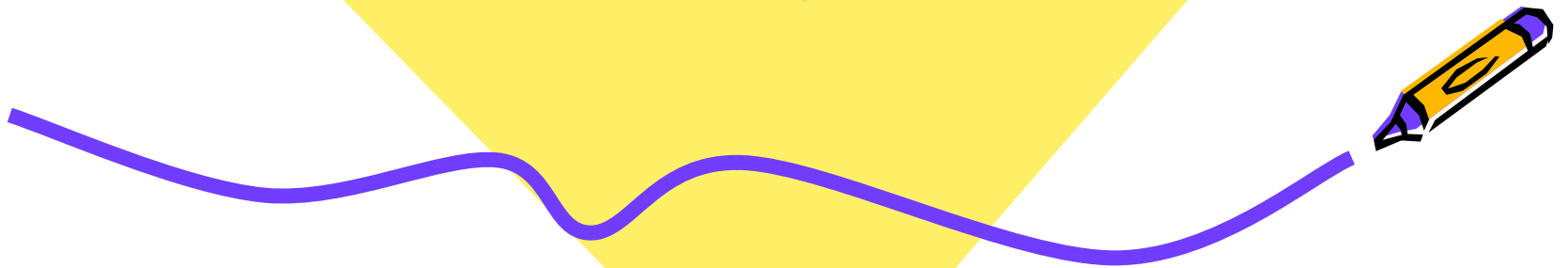




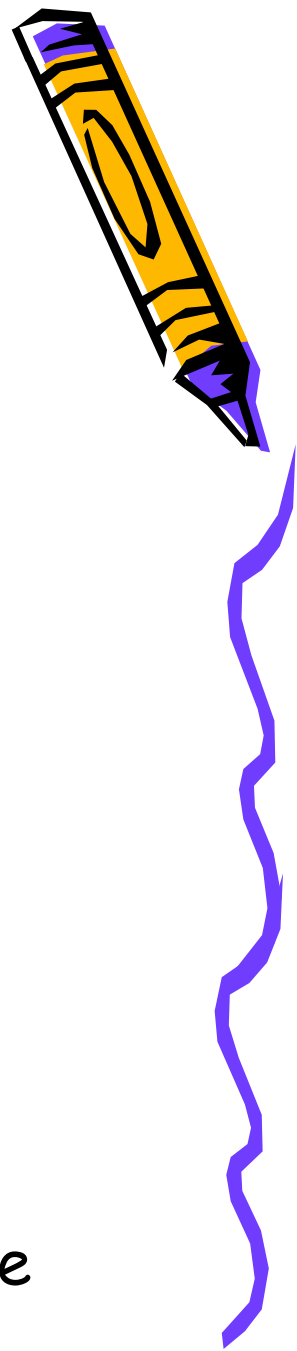
# Home-Based Programs

Dr. Kristen Pennycuff Trent



# Chapter Nine Overview

- Origins of Home Visiting
- Programs that Work
- A Day in the Life
- Learning Activities
- Home-Activities Files
- Establishing a Home-Based Program
- Determining the Need for a Program
- Screening for Better Understanding
- Homeschooling
- Supporting a Children's Learning at Home



# Why Home Based Programs?



- Teachers should explore the various opportunities that can allow them to learn more about their students' life outside of the classroom and to bring their students' life into the classroom.
- -Lin & Bates (2010)

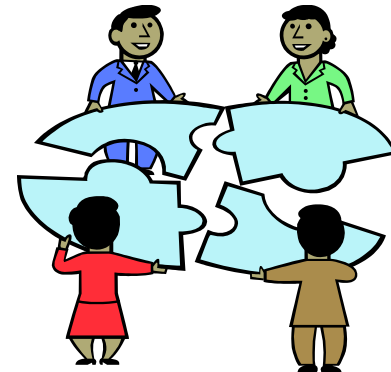


# Why Home Based Programs?



- To work with a child and not with the parent is like working with only part of the pieces of a puzzle. It would be like a person who put a puzzle together with a thousand pieces and then as he finished found the center part missing.

-Winters (1988)



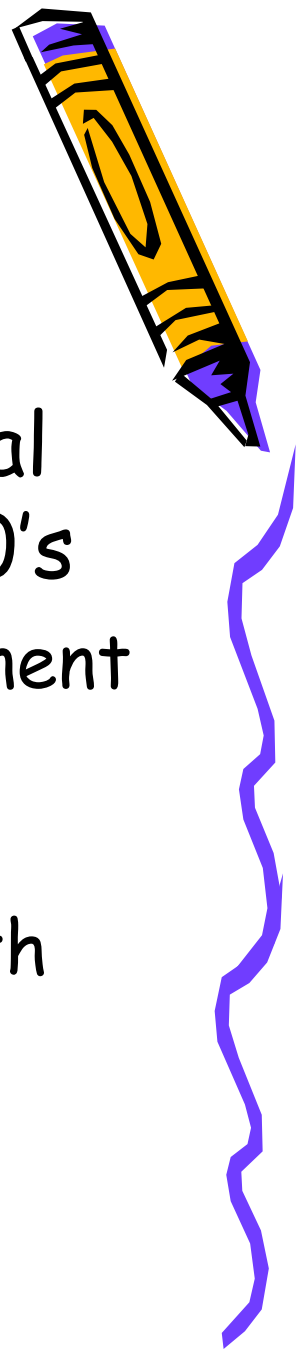
# Origins of Home Visiting

- Origins in Europe (mostly England)
  - Began with encouragement of Florence Nightingale to nurses on making home visits in rural areas.
  - In 1880s in US with immigration from eastern and southern Europe with visiting nurses and settlement houses
    - "encourage" new arrivals to use "proper" hygiene and health

Home visit trend renewed after  
WWII



# Origins of Home Visiting

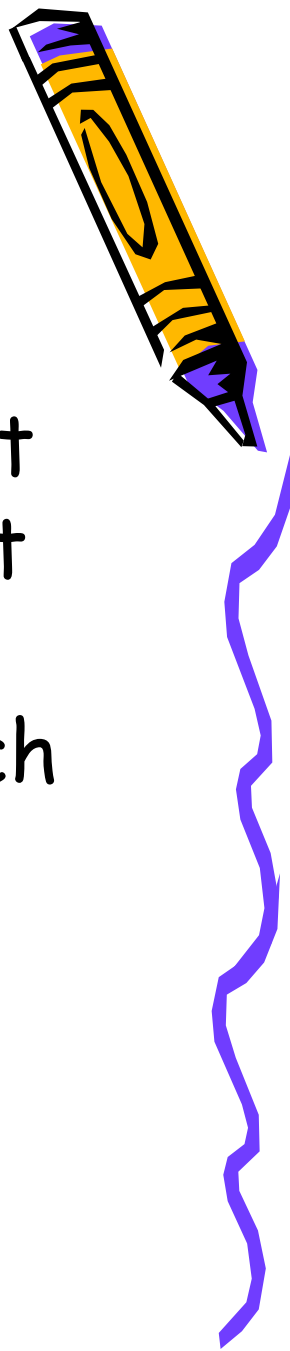


- Programs shifted from an individual focus to a family focus in the 1970's
  - Early Head Start's home visit component for healthy infant development and parenting skills
  - Other programs focus on working with parents on
    - Healthy couple relationships
    - Father involvement
    - Parenting interactions

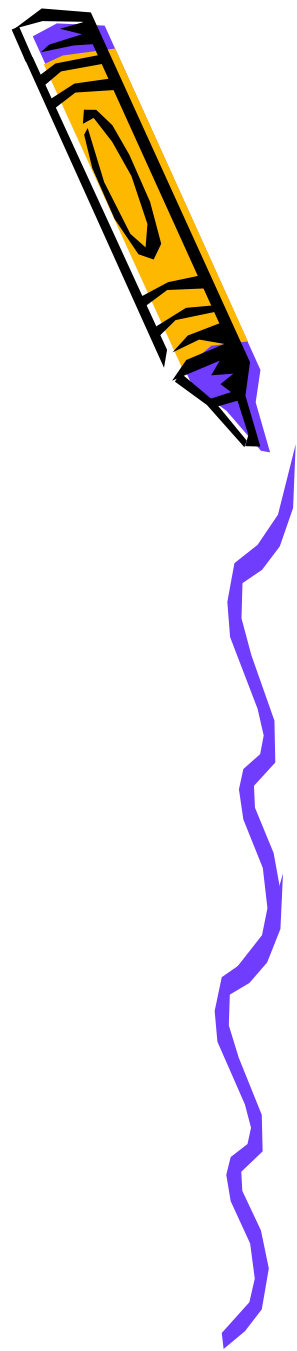


# Programs that Work

- First developed under premise that parents are a child's first and most influential teachers, therefore parents must be supported to reach this potential.



# Programs that Work

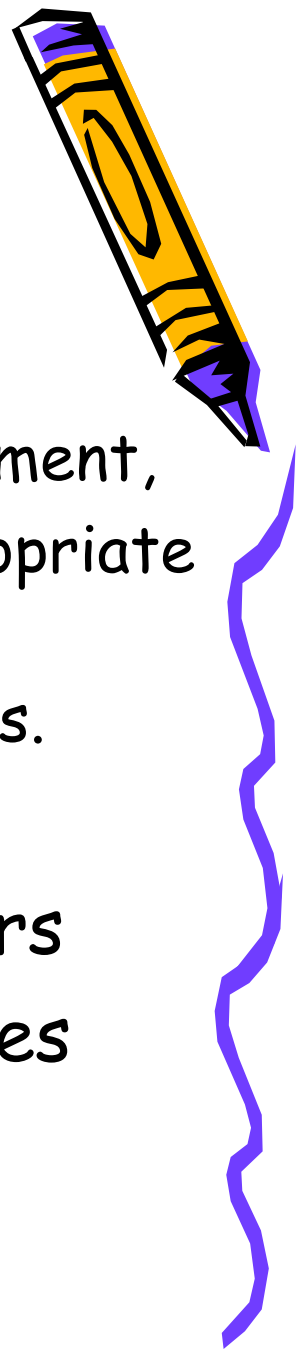


- Examples of successful home-based programs include:
  - Parents as Teachers Program
  - Home Instruction Program for Preschool Youngsters (HIPPY)
  - Healthy Families America (HFA)
  - Early Head Start (EHS)
  - Nurse Family Partnership
  - Parent-Child Home Program
  - The Portage Project





# Parents as Teachers (PAT) Program



## 1. Personal visits

- provide information on the child's development,
- model and involve the parents in age-appropriate activities with the child, and
- respond to parents' questions and concerns.

## 2. Group meetings

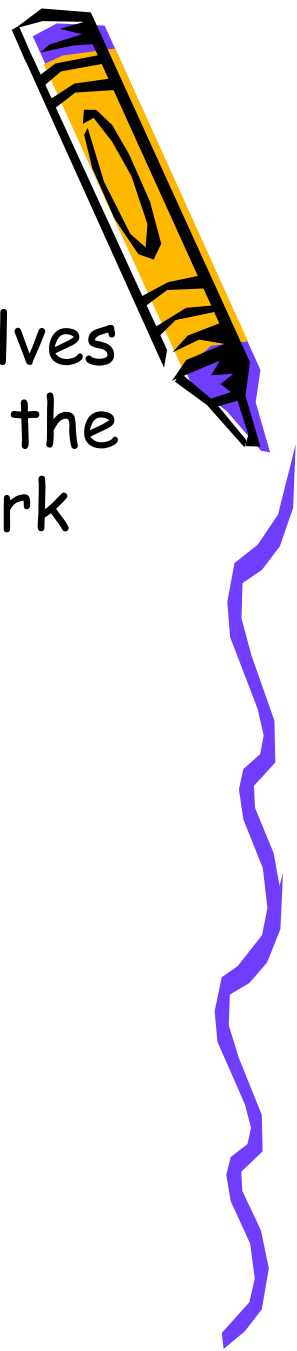
## 3. Monitoring by parents and home visitors

## 4. Linking families with community services



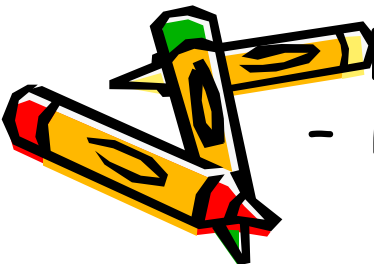
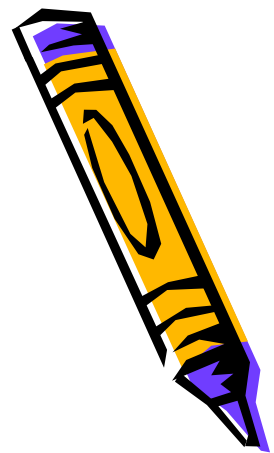
# HIPPY (Home Instruction for Preschool Youngsters)

- Mission is to "help parents empower themselves as their child's first teacher by giving them the tools, skills, and confidence they need to work with their children in the home."
  - Tactile, visual, auditory, and conceptual discrimination
  - Language development
  - Verbal expression
  - Eye-hand coordination
  - Pre-math concepts
  - Logical thinking
  - Self concept
  - Creativity



# HIPPY (Home Instruction for Preschool Youngsters)

- Serves 3-5 year olds
  - Storybooks, activity packets, and manipulatives using play and hands on learning
  - Home visitors role play strategies for engaging children
  - Group meetings for parents to encourage socialization
  - Professional coordinates program, but home visitors are paraprofessionals selected from parents who were in the program
  - Bimonthly visits or at least 15 times a year



# Early Head Start

- Federally funded program for low-income pregnant women and families with infants and toddlers
  - Serves families until child is age 3 and transitions to either Head Start or community preschool
  - Must live in poverty and have at least one of the disability indicators



# Early Head Start

- Four service areas in which outcomes are measured
  - Child development
    - Health, language, cognitive, and social-emotional development
  - Family development
    - Parenting skills development and economic self-sufficiency
  - Staff development
  - Family/community partnerships
    - Establishing collaborations between EHS and other community agencies



# Early Head Start



- Home visitors that represent the parent population that EHS serves
  - Weekly home visits for 90 minutes
    - Work with parents to guide them in using daily routines that encourage child development.
    - Parents encouraged to plan each week's activities which can include cooking to enhance nutrition, language and literacy skills, number awareness, and social skills like turn taking and sharing.



# Early Head Start

- Screening of children
- Assessment of the home environment
- Assessment of children's and families' medical needs
- Development of family partnership agreements
- Assistance to families in preparing for transition to pre-K programs
- Bimonthly group activities



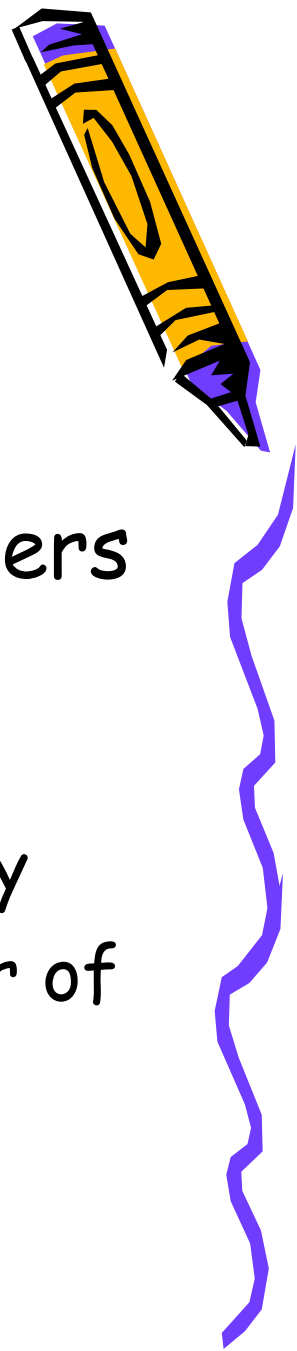
# Early Head Start



- Parent Policy Council
  - Decision making body of EHS
  - Elected group made up of present and past parents and community representatives
  - Review the EHS budget, hire and fire staff, select curricula and screening measures, conduct needs assessments, and complete a federally mandated self-evaluation



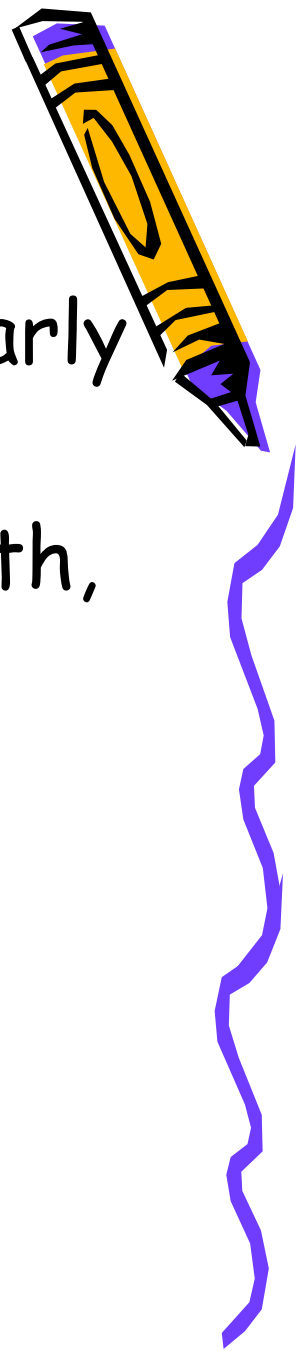




# Nurse Family Partnership

- Home visiting nurse program that serves low-income first-time mothers to improve their health and social functioning
  - Begins at 20-28 weeks into pregnancy
  - Continues through child's second year of life

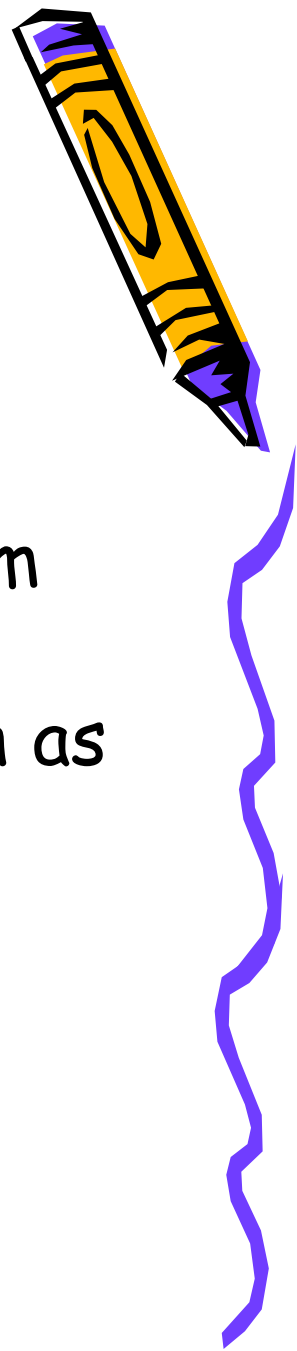




# Nurse Family Partnership

- Improve prenatal, maternal, and early childhood health
- Improve family functioning in health, home, and neighborhood environments
- Build family and friend support networks
- Build parental roles
- Build skills to improve coping with major life events



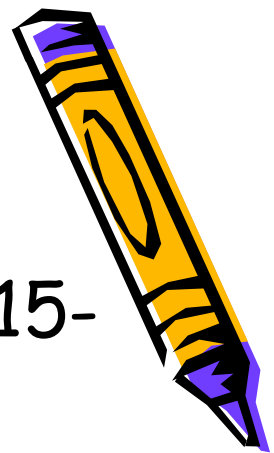


# Nurse Family Partnership

- Home visits target
  - Health behaviors that affect preterm delivery, low birth weight, and infant neurodevelopmental impairment, such as tobacco and other substance abuse
  - School-dropout prevention
  - Welfare dependence
  - Unintended subsequent pregnancies



# Nurse Family Partnership Outcomes

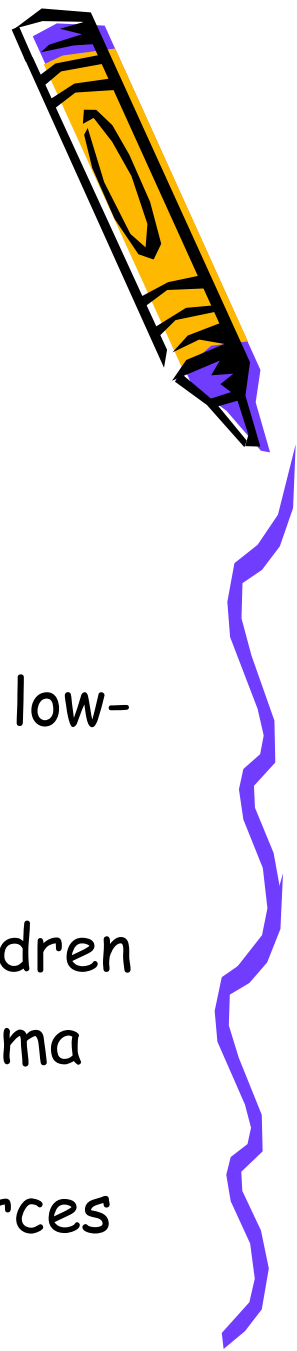


- Decrease in arrests and convictions of 15-year-old target children
- Decrease in sexual partners in 15-year-old target children
- Improved birth outcomes
- Reduced child abuse and neglect
- Savings of \$4 for every dollar invested due to reduced welfare, fewer arrests, and lower health care costs

(Karoly, Kilburn, & Cannon, 2005; Williams, 2004)



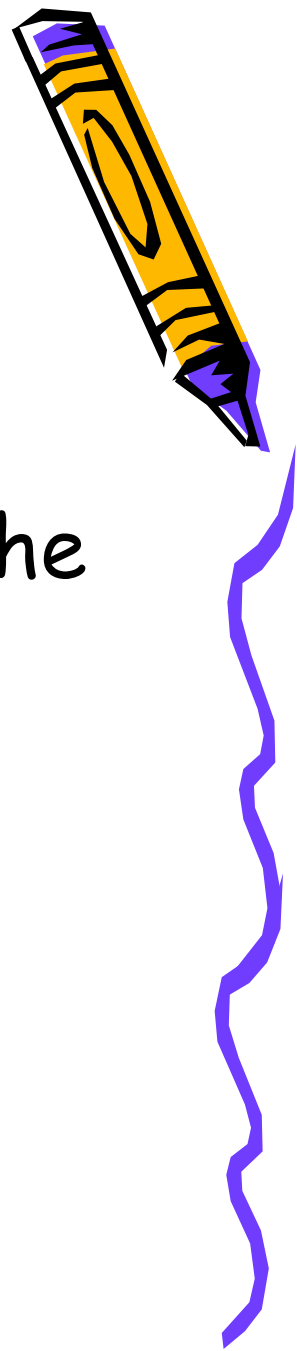
# Parent Child Home Program (PCHP)



- Serves families that are
  - Low income, isolated, and with a history of homelessness
  - American born, immigrants, and refugees
  - Multilingual nonnative English speakers and low-literacy English speaking families
  - Single parent, teen parent, and two-parent families and grandparents raising grandchildren
  - Non-educated families, no high school diploma
  - Families in need of center-based early childhood experiences and parenting resources



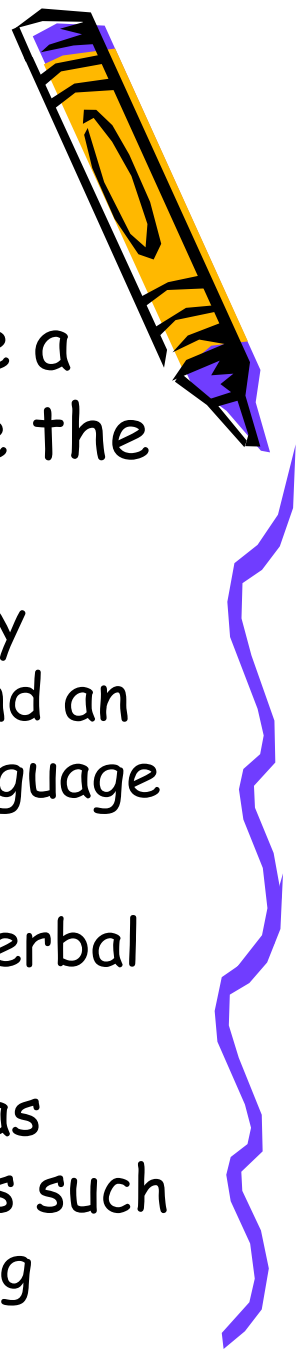
# Parent Child Home Program (PCHP)



- Goal of the program is to increase the caregiver's interactions with the child in a natural dialogue that enhances and enriches the child's home environment.



# Parent Child Home Program (PCHP)

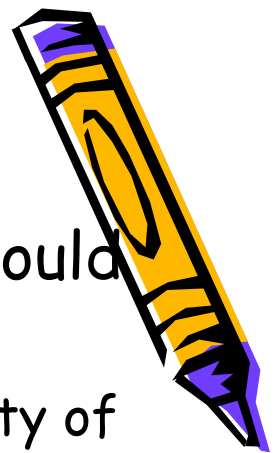


- Trained "toy demonstrators" visit twice a week for  $\frac{1}{2}$  hour sessions from the time the child is 2 until he is 4
  - Play session with parent and child where toy demonstrator models parenting behavior and an emphasis on verbal interaction in native language
  - Toys and books are given to family with no specific tasks other than to continue the verbal interaction
  - Guide sheets provide other concepts such as colors, shapes, and sizes and cognitive skills such as matching, pretending, and differentiating



# Portage Project

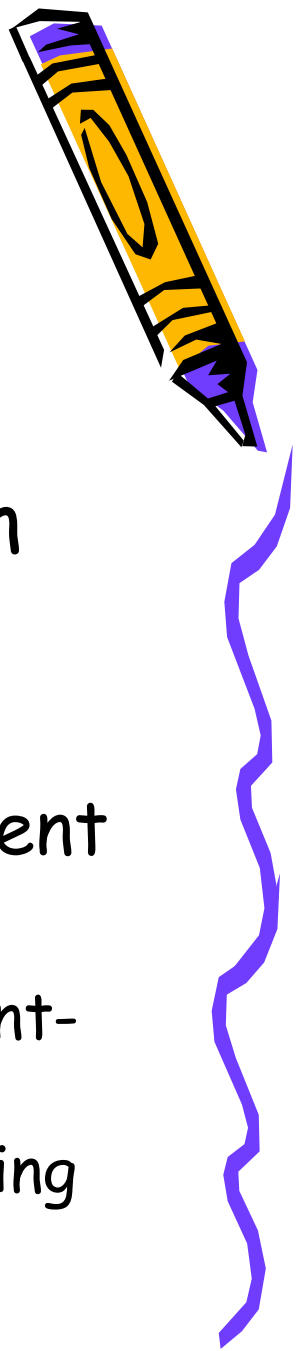
1. Intervention for children with disabilities should begin as early as possible.
  - The earlier work begins, the greater the probability of having a significant effect on the child and the greater the chance that this effect will be maintained over time.
2. Parent involvement is critical to successful early intervention.
3. Intervention objectives and strategies must be individualized for each child and support the functioning of the family.
4. Data collection is important to reinforce positive change and to make ongoing intervention decisions.





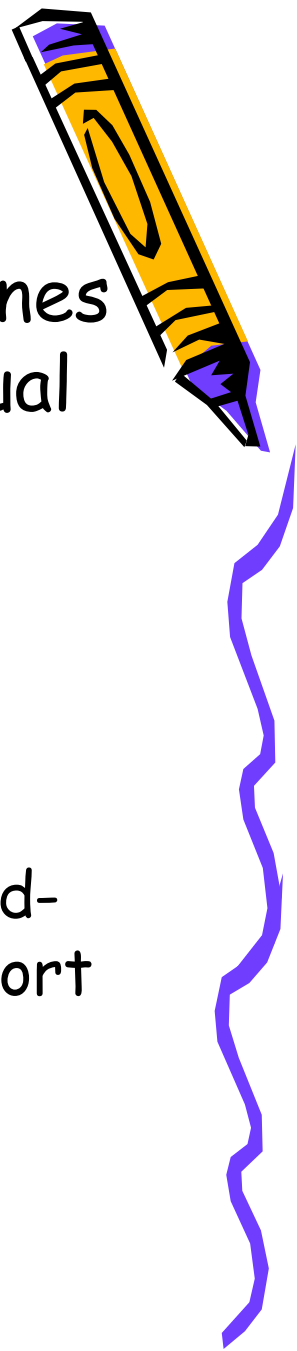
# Portage Project

- Works in collaboration with other community agencies to provide comprehensive services to children and families
  - Referrals from individuals and local agencies leads to play based assessment in child's home
    - Designed to provide information on parent-child interaction patterns, parent perceptions, and developmental functioning level of the child

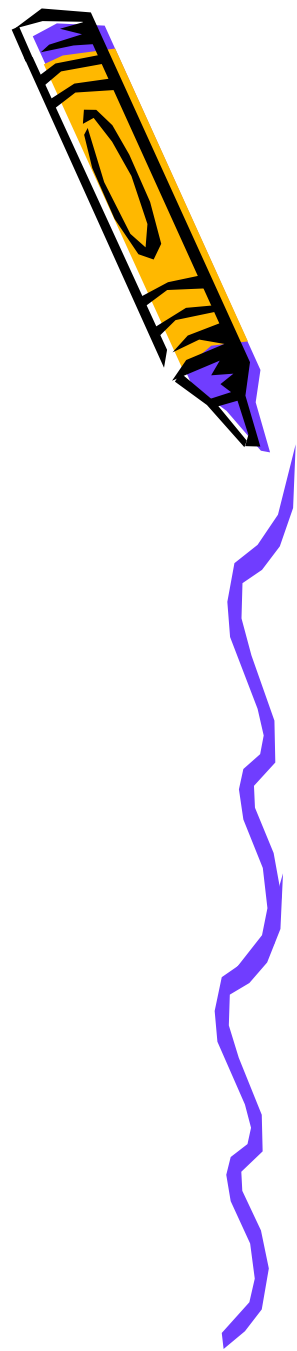


# Portage Project

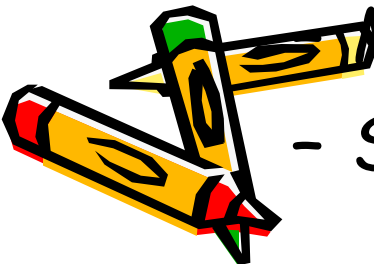
- If the team, including parents, determines that a child is eligible, begin an Individual Family Service Plan (IFSP)
  - Includes extensive observation and communication with the family
  - Might include weekly visits from a service provider, therapy or counseling from community providers, consultation with child-care providers, participation in parent support groups or play groups, or other activities requested by the family



# *Portage Guide to Early Education*

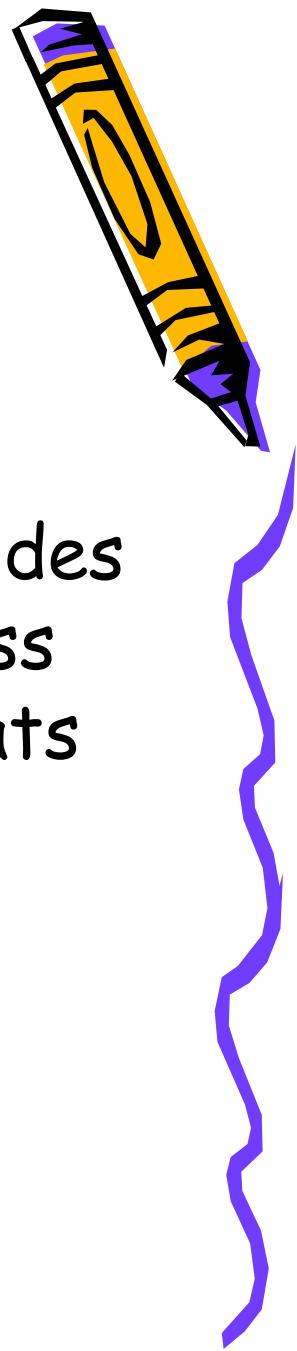


- Checklist of 580 developmentally sequenced behaviors for children from birth to age 6
  - Infant stimulation
  - Self-help
  - Language
  - Cognition
  - Motor skills
  - Socialization

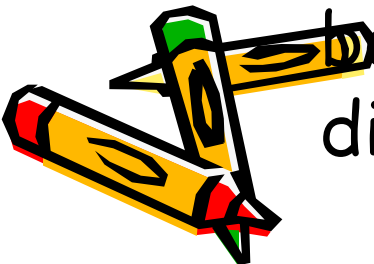


• [www.portageproject.org](http://www.portageproject.org)

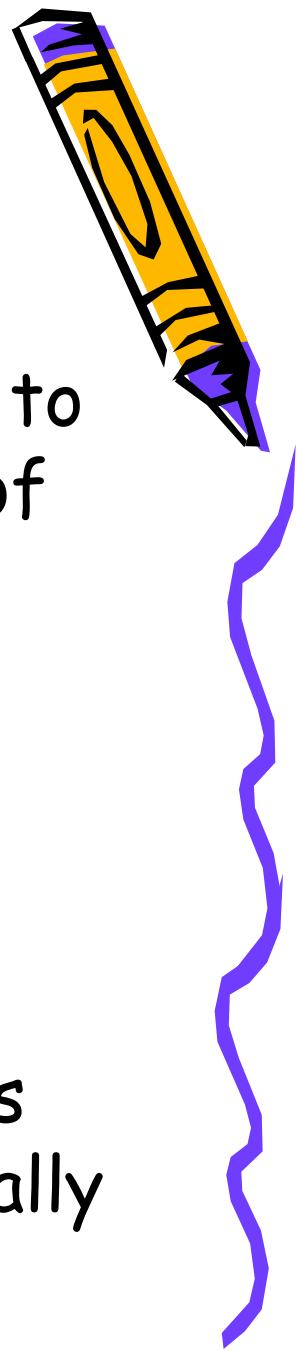
# *Growing: Birth to Three*



- Ecological Planner
  - Part I: Suggests guidelines for observation and communication, provides a way to document transactions across time, and offers a selection of formats for IEPs
  - Part II *Developmental Observation Guide*: Provides an in-depth developmentally sequenced series of behaviors that children frequently display from birth to 36 months



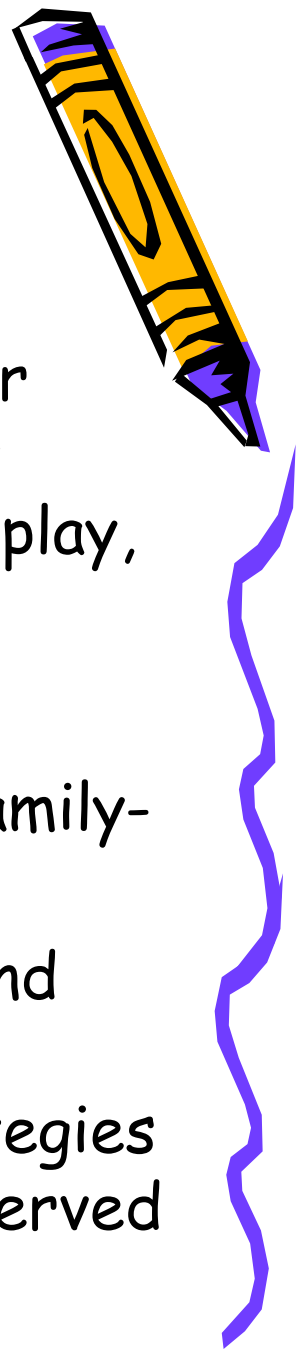
# *Growing: Birth to Three*



- Nurturing Journals
  - Open ended questions or statements to help parents reflect on the process of parenting
- Interactive Grow Pack
  - Represents the heart of interactive intervention
  - Offers strategies for interactive communication with parents as well as ways to enhance and encourage mutually satisfying interactions between caregiver and child



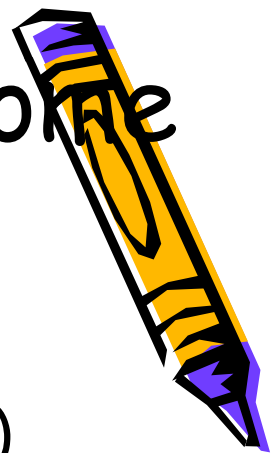
# *Growing: Birth to Three*



- Interactions and Daily Routines Books
  - Offers activity suggestions for each skill or behavior in the *Developmental Observation Guide* that are embedded in daily routines, play, and interactions
- Master Forms Packets
  - Reproducible forms designed to assist in family-guided intervention
  - Can be used to document communications and observations, develop a family-generated service plan, and develop intervention strategies responsive to each individual family being served



# A Day in the Life of One Home Based Program



- Yakima Home Base program (no longer funded)
  - Rocha family in Washington
- The emphasis was on practices that encourage the child's educational growth:
  - learning communication skills
  - reasoning logically
  - developing self-concept
  - becoming nutritionally aware
  - using developmental activity sequences
  - employing effective teaching techniques
  - using easily obtained play materials
  - extending new expertise and knowledge about parenting to other members of the family.



# Five-Step Guide to Learning Activities



- Recommended by the Florida Parent Education Program

- Idea - emerges from the child, parent, home visitor, or special interests of the family
- Reason - reasons may range from learning experiences to self-concept development.
- Material - experiences can be developed around materials found at home
- Action - Follow the child's lead and let the activity develop, planned ideas brought up later or eliminated.
- Extension - expand the action, follow the interest, and extend the learning





# Home-Activities Files



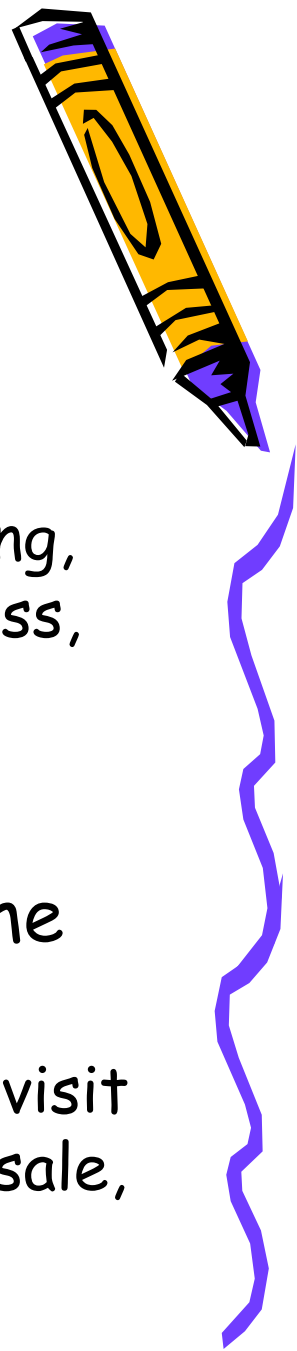
- Center/school should keep track of activities/lessons discussed at home visits so they may be used in the future.
- Tips to help home-visitors and parents develop at-home curriculum: choose
  - skill that the child is or will be interested in
  - some skills that the parent believes are relevant.
  - basic or required skills.
  - Tasks that are suitable developmentally and are reasonable to perform at home.



(U.S. Department of Health and Human Services, 1985)



# Home-Activities Files

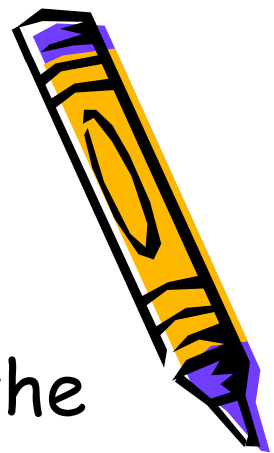


- Activities and Resources at home
  - Arts and crafts, reading together, publishing, games, backyard science, front yard business, listening center, communicate, homemaking activities, etc.
- Activities and resources away from home
  - Take a walk, visit the library, visit a store, explore museums, visit historical buildings, visit the airport and bus station, go to a garage sale, visit a flea market, etc



# Establishing a Home-Based Program

- Goals of home-based programs include the following, to:
  - Enable parents to become more effective teachers
  - Support parents in roles of caregivers and homemakers
  - Strengthen parents' sense of autonomy and self-esteem.
  - Reach child and family early in child's formative years.
  - Respond to family's needs and thus improve home environment.

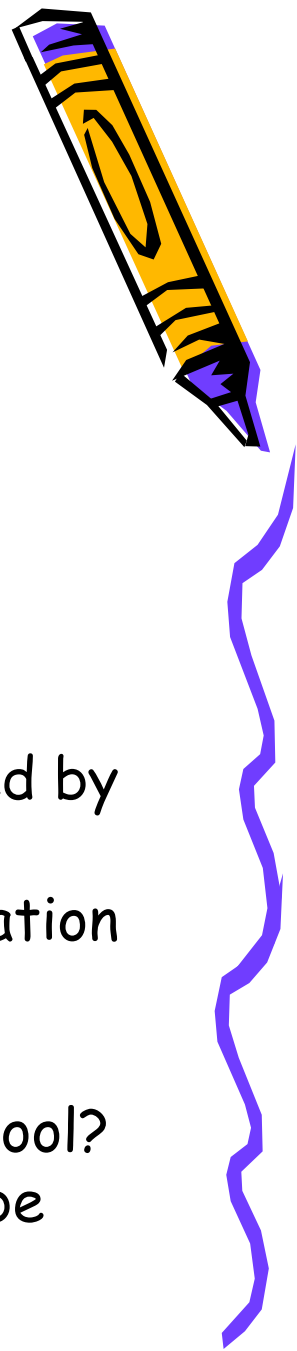


# Establishing a Home-Based Program

- Universal home-visiting was recommended to ensure that support to families would be available to all and, in particular, that universal access would not stigmatize the families most in need.
- Three principles essential for home visit programs:
  - interventions should research based and identify adverse outcomes to be addressed and factors necessary to change outcomes
  - interventions should be based on theories of behavior change
  - interventions should be viewed as relevant and needed by community



# Determining the Need for a Program



- Programs should be based on needs of children and families, as well as resources available in the community.
- Questions to consider:
  - Are there children/families who could be helped by this program
  - What can the agency/school do in a home-visitation program that cannot be accomplished through other programs?
  - Could early intervention help children go to school?
  - Are there children with disabilities who could be diagnosed and given service before they enter school?

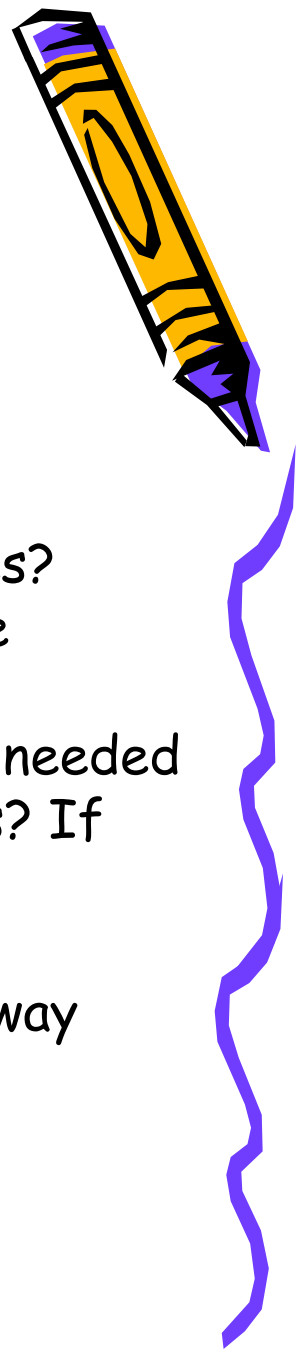


# Determining the Need for a Program

- Will the program help eliminate later educational problems, offsetting the cost to the public?
- Will the prevention of later educational problems reduce emotional problems, offsetting cost to public?
- Are there parents who could be helped by an adult-literacy program?
- Do parents need support to develop self sufficiency?
- Are immigrant families in need of resources that will help them improve their quality of life?



# Determining the Need for a Program



- Once need is established, feasibility must be determined
  - Has there been a thorough assessment of needs to establish community interest in home-based services?
  - Are there enough families in the community who are definitely interested and eligible to participate?
  - Do staff members already have skills and interests needed to work effectively with parents in their own homes? If not, is it feasible to train staff adequately?
  - Can transportation needs be met?
  - Will the program include family members who are away from home during the day?



# Determining the Need for a Program



## ■ Involving Others in the Program

- four components of an effective home-based program are (a) education, (b) social services, (c) health services (d) parent involvement

## ■ Selection of Home Visitors

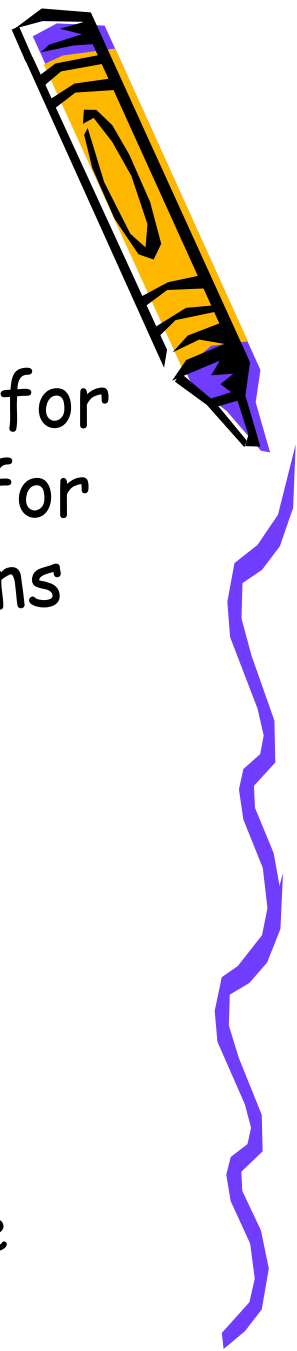
- Visitors can be professionals, professional parent teachers, paraprofessionals, or volunteers
- Five criteria commonly considered are:
  1. Experience, age, and maturity
  2. Race, ethnicity, culture, language
  3. Professional education
  4. Gender
  5. Helping skills

(Wasik, 1993)





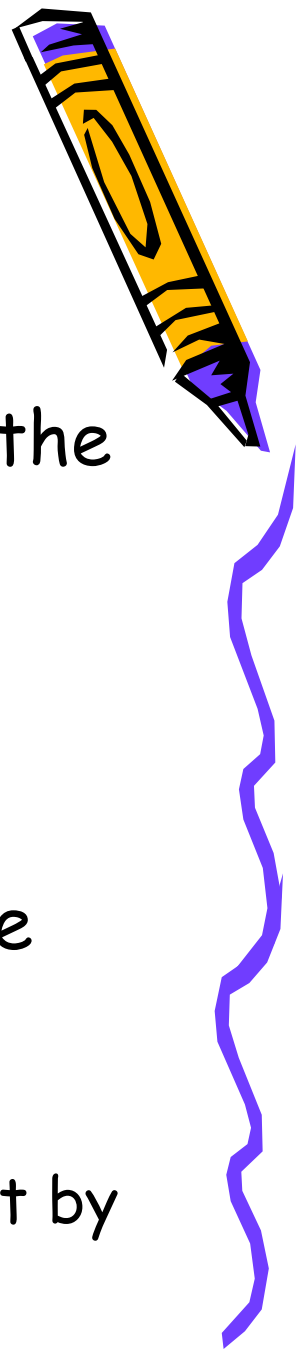
# Screening for Better Understanding



- Screenings are essential - they provide the parent and teacher with guidelines for developmentally appropriate activities for each child and can help identify problems early.
- Examples of screening instruments
  - Denver Prescreening Developmental Questionnaire
  - Denver Developmental Screening Test.
  - Home Screening Questionnaire (HSQ)
  - Home Observation for Measurement of the Environment (HOME) inventory



# HOME Inventory



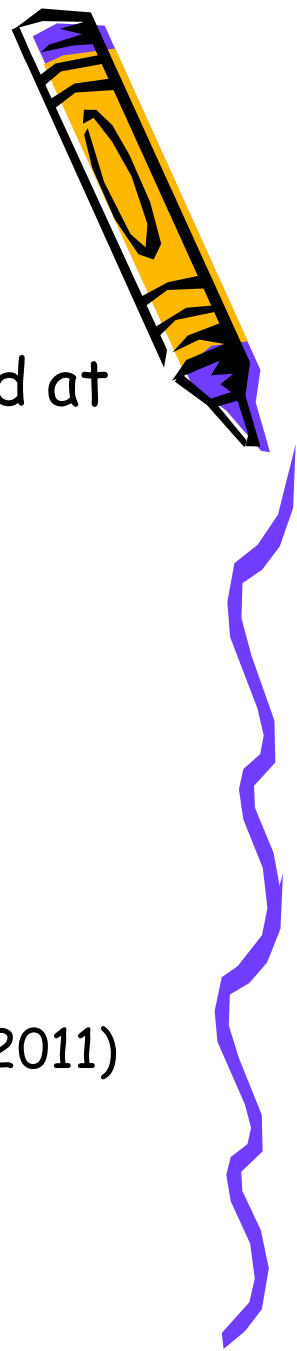
- Developed to "to get a picture of what the child's world is like from his or her perspective..."
- Inventories for 0-3yr, 3-6yr and elementary
- HSQ developed for the two younger age groups to alleviate time requirement of HOME inventory



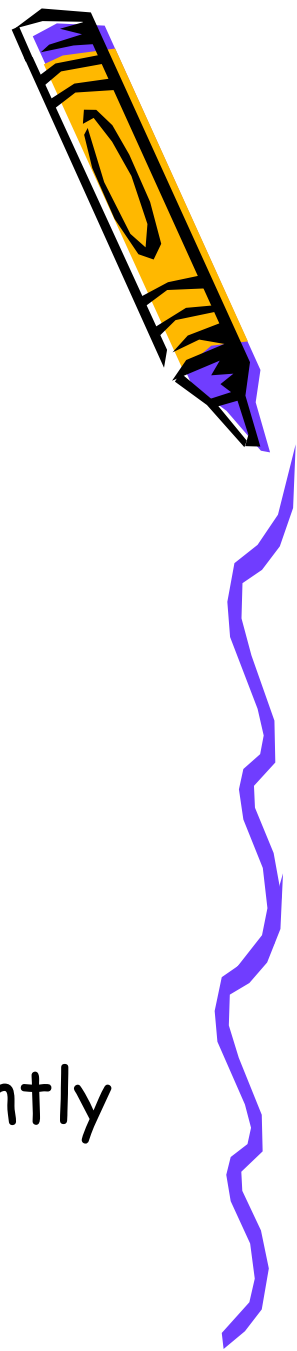
HSQ questionnaire designed to be filled out by parent

# Homeschooling

- Homeschooling - learning traditionally completed at school is done at home in a family setting.
- 2007: 1.5 million students homeschooled in US  
(National Center for Education Statistics, 2011).
- 2010: reports indicate 2.04 million students homeschooled  
The National Home Education Research Institute (Ray, 2011)



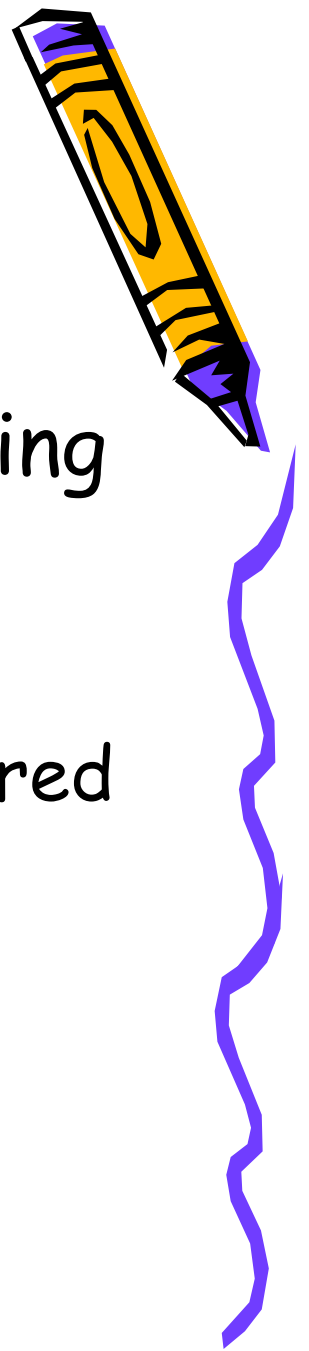
# Homeschooling



- Characteristics of Homeschooling and Homeschooled Children
  - Majority are white
  - Mother usually acts as teacher
  - 20-30 hrs per week
  - Tests indicate most do well academically
- States regulate homeschooling differently



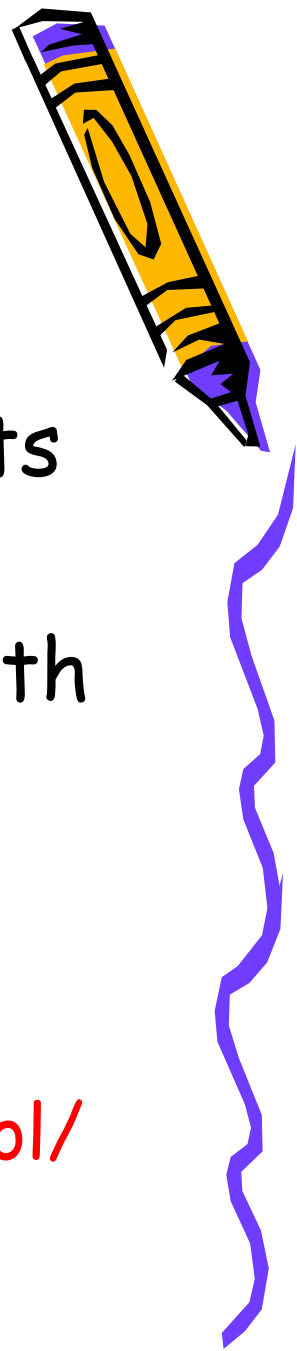
# Homeschooling



- Top three reasons for homeschooling
  - Concerns about school environment
  - Religious reasons
  - Dissatisfaction with instruction offered
- Some school districts work with homeschooled children - they can offer additional services and resources to the family.



# Your Turn: Homeschooling



- What are Tennessee's requirements for homeschooling?
- What similarities do they share with school based programs?
- How do they differ?

<http://www.tn.gov/education/homeschool/>



# Supporting Children's Learning at Home

- Assisting children with homework is one way to build a bridge between home and school.
- Teachers should
  - Assign homework that reinforces/enriches what was learned in class
  - Create meaningful assignments
  - Explain rules and regulations of homework
  - Use homework forms
  - Grade homework personally
  - Communicate with parents to explain process/respond to difficulties
- Teach study skills



# Supporting Children's Learning at Home



- Parents should:
  - Set up a specific study area
  - Set aside regular time for homework
  - Be supportive and give appropriate help
  - Show interest and encouragement
  - Be loving and firm
  - Refer to homework hot line or website
  - Contact the teacher if further help is needed





# Role Play: Home Visits

In your groups, choose a teacher and a parent to demonstrate each of the following:

1. Parent who is eager to cooperate
2. Parent who is constantly interrupted by children
3. Parent who is threatened by your visit

